

**Extra!
Extra!**



Geronimo Stilton,
editor of *The Rodent's Gazette*,
introduces:

Small Steps

An important
language arts, health,
and math program

Included:

- Lessons & Activities
- Classroom Poster
- National Standards Matrix

Help Your Students to:

- Set Goals
- Choose Foods That Perform
- Get Active in a Minute
- Take a Small Step Today!

Geronimo Stilton
is the editor of *The
Rodent's Gazette*



Thea Stilton is
Geronimo's sister, and
special correspondent
at *The Rodent's Gazette*



Benjamin Stilton
is Geronimo's
favorite nephew,
and is nine years old



Get the
scoop from
Geronimo and
his family!

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Look for this icon to help your students take small steps toward good health today!

SMALL
STEPS

Drink lots of water.



Don't skip breakfast.



LESSON 1

Eating Well and Being Active Help You Reach Your Goals

Health Objectives

Students will learn:

- Some ways that nutrition and fitness can help them achieve what they love to do and what is important to them
- That by taking small, incremental steps to reach their goals, they can perform better and ensure their own success

Language Arts Objectives

Students will learn:

- How to use a range of writing strategies to communicate a goal
- To use language to accomplish their own purposes

Math Objectives

Students will learn:

- How to think about a larger goal as a series of small, incremental steps
- To identify the best plan for reaching their goal by coming up with more than one, and making appropriate comparisons (older grades)

Time Required: 40 minutes

Materials Needed: Reproducible Activity 1, "Eating Well and Being Active Help You Reach Your Goals"

Lesson Steps:

1. Introduce the concept of goals and give examples. Allow students to understand the difference between a **desire**, e.g., "I wish I could run faster," and a **goal**, e.g., "By the end of this month, I will be able to run 50 more yards than I can today."
2. Explain how good health and nutrition goals are important for us to have, no matter what other activities we like to do. We all need energy to get through our day, and that energy comes from eating well and exercising for fun. The better we eat, the better we feel, the better we think, and the better we do. Give students an example of how proper nutrition (and/or exercise) can cause a chain of occurrences that can lead to a successful moment.
3. Tell students that each of us can set a goal to eat, feel, think, or do something better. In order to reach that goal, we can break it down into smaller steps. Use a graphic organizer on the board to show students how to break a goal into smaller, more manageable steps. Discuss how the steps relate and add up to build the goal. As a class, you can visit www.smallstep.gov for ways we can all achieve better health.
4. Have students explore the connection among body, mind, and performance by reviewing Reproducible Activity 1, "Eating Well and Being Active Help You Reach Your Goals."

Wrap-up: Discuss ways a healthy body and mind will help students meet their goals.

Answers to Activity Reproducible 1: Written answers to Curt's story and "What's YOUR Goal?" will vary. In answering, student should demonstrate basic understanding of personal health and the relationship between small steps and goals, using correct spelling and punctuation.

DEAR TEACHER,

You know that small steps over time make a big difference in performance. That's the message in **Small Steps**, a new program that builds students' language arts skills, featuring **Geronimo Stilton**, the editor of *The Rodent's Gazette*. Geronimo has great news to share with students about how nutrition and exercise can help them achieve great things! He knows that students who take small steps each day to eat more healthy foods and get more physical activity perform better as thinkers and doers.

Developed by The Ad Council with Scholastic, and sponsored by the U.S. Department of Health & Human Services, **Small Steps** can offer a giant step for students toward nutrition and fitness awareness that encourages a lifetime of good health!

Sincerely,

The Ad Council
Scholastic Inc.
U.S. Department of Health
& Human Services



Share this program
with a colleague!
Find this material
online, as well as
additional information
on youth nutrition, at

www.smallstep.gov

SMALL
STEPS

LESSON 2



Your Food Can Do Amazing Things

Health Objectives

Students will learn:

- That different foods can help or hinder the body's performance
- Some ways healthy foods can help them perform

Language Arts Objectives

Students will learn:

- How to apply a range of reading strategies to gather and comprehend nutrition information
- How to communicate their discoveries in ways that suit their purposes

Math Objectives

Students will learn:

- That aspects of nutrition can be measured in a standardized way
- How to think critically and logically to see the relationship between healthy food choices and outcome

Time Required: 40 minutes

Materials Needed: Reproducible Activity 2, "Your Food Can Do Amazing Things"

Lesson Steps:

1. Introduce the concept of foods that "give back" by talking about how foods "perform." Explain that foods provide energy to help students be active and think more clearly, as well as vitamins and minerals that promote good health and growth. These foods are "high performers," which in turn give students more energy to think and to do physical activities. Conversely, some foods "take away," by giving students less energy and fewer vitamins and minerals.

2. Copy and distribute Reproducible Activity 2. Ask students to read the food facts about the sweet potato, the broccoli, and the watermelon. Ask students whether they think these foods "give back" or "take away," and why.

3. Ask students if they know of any other foods that "give back," and what those foods give to us when we eat them. Provide students with definitions of **vitamin** (a substance found in food that our bodies depend on to carry out certain functions) and **mineral** (an element found in food that our bodies depend on to create the materials needed to build our bodies' parts). Explain that our bodies cannot make vitamins and minerals, so we need to eat them in our food. If the foods we eat do not contain all the vitamins and minerals our bodies need, then our bodies can stop working properly.

4. Suggest ways in which students can learn about how foods "give back" to them. They can: read the label on food packaging, read about different foods in the library, or go online and search for fruit and vegetable nutrition information at the 5 A Day Fruit and Vegetable of the Month web site: www.cdc.gov/nccdphp/dnpa/5aday/month/index.htm.

Wrap-up: Discuss small steps students can take to eat more high-performance foods and be more active.

Answers to Activity 2: Answers to the question and to "My Food Does This!" will vary. In answering, student should demonstrate comprehension of what was read and how facts about food impact his or her own health, using correct spelling and punctuation.

LESSON 3



Getting Active Helps You Perform

Health Objectives

Students will learn:

- That mental and physical well-being are mutually dependent
- How they can begin to integrate fitness activity choices into their small steps, and how to spot opportunities for physical activity during seemingly sedentary moments of the day

Language Arts Objectives

Students will learn:

- How to apply a range of writing strategies to communicate a goal or an aspiration
- To use a variety of information sources to gather, synthesize, and communicate information in ways that suit their purposes

Math Objectives

Students will learn:

- That physical fitness can be measured in a standardized way
- How to describe the benefits of reaching their goal in terms of positive change or change over time

Time Required: 40 minutes

Materials Needed: Reproducible Activity 3, "Getting Active Helps You Perform"

Lesson Steps:

1. Review a typical day for students. Raise their awareness about all the "free" moments (ten minutes or more) in a day—waiting for the bus or for class to start, before or after lunch, food shopping with family, etc. Ask students to list as many of these free moments as they can, and jot them on the board.

2. Ask individual students to suggest a number of small steps they might do during these "Ten-Minute Moments."

3. Discuss how physical activities can help students perform better, similar to the way that certain foods can help them perform. Guide students to recognize that fitness and food choices can help them reach their goals.

4. Review Reproducible Activity 3. Have students think about, then identify, moments in the day when they can work on their small steps and include physical activity.

Wrap-up: Discuss small steps students can take each day to be more active and eat more high-performance foods.

Answers to Activity 3: Answers will vary. In answering, student should demonstrate understanding of how small steps can add up to a larger goal and how healthy choices can be scheduled in ten-minute (or longer) increments throughout the day, using correct spelling and punctuation.

LESSON 4



Small Steps Make a Big Difference

Health Objectives

Students will learn:

- How they can fit healthy food and activity choices into small increments of time
- That they can boost their ability to achieve things that are important to them by understanding that good health, nutrition, and physical activity are directly related to performing well

Language Arts Objectives

Students will:

- Participate in discussion of healthy choices in and out of school

Math Objectives

Students will:

- Be able to sort and manipulate information from a chart/grid pattern to schedule opportunities for healthy choices throughout the day

Time Required: 40 minutes

Materials Needed: Reproducible Activity 4, "Small Steps Make a Big Difference!"

Lesson Steps:

1. Review what students have learned about how healthy foods and fitness help their minds and bodies perform better. Explain that small steps can yield big benefits over time.

2. Review with students how they may achieve their small steps by establishing a desire or goal and putting that desire or goal into action.

3. Discuss with students how they will work on their small steps over time. Will they repeat the same step every day? Add a new step to their day at certain intervals? Explain to students that there are many ways to put their small steps into action over time.

4. Review Reproducible Activity 4. Have students look at the patterns and think about how they might structure their steps in the course of a week.

Wrap-up: Have students take their charts home to share with their families. Discuss how students can maintain their small steps at home and school every day.

Answers to Activity 4: Answers will vary. In filling out the chart, student should demonstrate understanding of how small steps scheduled regularly and over time can yield significant change, and use correct spelling and punctuation.

My Name: _____



Here's
the
scoop:

Eating Well and Being Active Help You Reach Your Goals



Healthy foods and activities can help you feel, think, and do better, so you can reach your goals. Below you will see a story topic about Curt and his goal. Write a beginning, a middle, and an end to Curt's story, describing the things that Curt eats, feels, thinks, and does to reach his goal.

Story Topic: Curt has a goal. He really wants to learn how to play soccer.

Beginning: _____

Middle: _____

End: _____



GO FOR A GOAL! Just like in soccer, a goal is something you want to make happen. It can also be something important that you want to do, or do better. Sometimes, a goal can seem too big to reach. That's why **it helps to break a big goal into smaller steps.** You do one thing. Then you do another. Before you know it, you reach your goal!

Visit www.smallstep.gov for more great ideas on getting started.

What's YOUR Goal? On the back of this page, describe a goal you would like to achieve. Think about the small steps you will take to reach your goal, then list them.

CAN YOUR FOOD DO THAT?



Food Fact: Milk has calcium. Calcium keeps your bones and teeth healthy—which helps you stay strong! Think of milk the next time you practice your karate moves!

My Name: _____



Here's
the
scoop!

Your Food Can Do Amazing Things



Did you know that foods are performers? Different foods perform in different ways. Some foods can make you strong. Some foods can give you energy. Some foods can help you grow. And some foods can't do these things. The foods we choose to eat make a big difference in how we perform. To help you do your best, choose foods that perform for you!

Read about these healthy foods. Then answer the question below.

Healthy Benefits of Sweet Potato:

- Vitamin A can help your eyes stay strong
- Vitamin C can keep your whole body healthy
- Fruits and vegetables are a natural source of energy and give the body many nutrients you need to keep going



Healthy Benefits of Broccoli:

- Vitamin C can help your skin and joints stay strong and healthy
- Broccoli can help you fight off infections
- Deep green vegetables, like broccoli, contain iron, which can help you stay energized



Healthy Benefits of Watermelon:

- Watermelon is full of Vitamins A and C
- Red fruits and vegetables, like watermelon, may help to protect you against serious diseases
- Watermelon is full of water, which can really quench your thirst and keep you hydrated



Question: Choose one of the foods above, and re-read its healthy benefits. Name two ways that eating this food could help you think, feel, or do something better.

My Food Does This! Choose a favorite food. Read about your food (on the food label, at the library, or online). Then, on the back of this page, describe the healthy benefits of that food.

I HAVE A GOAL!

My goal is:

The small step I am working on today is:

I will eat healthy food because it will help me achieve this small step, and here's why:

I will work on this small step by doing:

Eat better, think better, do better! For more great info on healthy nutrition, visit www.smallstep.gov.

CAN YOUR FOOD DO THAT?



Food Fact: Whole grains have complex carbs (carbohydrates). Carbohydrates supply energy, which your body needs for everything—including helping you to jump!

My Name: _____



Here's
the
scoop!

Getting Active Helps You Perform



Got about ten minutes before school? During lunch? Walking home? That's just enough time to choose a physical activity goal and put your small steps into action toward reaching it! Feel like you don't have any time? Read the list of ten-minute moments to remind you of all the "free" time you really do have. Then make a list of your small steps and decide on the moments when you will work on them so you can reach your goal.

My Physical Activity Goal is: _____

List of Ten-Minute Moments

Before School:

While eating breakfast
Waiting for the bus

At School:

Between classes or subjects
Before or after lunch

After School:

After the bell
Food shopping with family

Other moments when I can work on my small steps and be active:

My small steps:

When I will work on this step:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

I'M WORKING ON IT EVERY DAY!

I am working on my small steps by doing:

More activity will help me achieve my small steps because:

I plan on continuing my small steps over time by:

Keep going to reach your goal! For more great info on physical activity and exercise, visit www.smallstep.gov.



Food Fact: Tomatoes have Vitamin C. Vitamin C helps your body fight disease and promotes good general health—which can help you do just about anything, including thinking, reading, and learning! So eat up and ace your next test!



Here's
the
scoop:

Small Steps Make a Big Difference!



If you work on your small steps over time, you will begin to see big changes! Choose one week when you will work on reaching a nutrition or activity goal. For instance, you might decide you want to learn to skateboard. Or, you might decide you want to learn how to cook a healthy meal.

You may have already practiced breaking a goal into smaller steps. If you work on your goal for a week, you can take one small step each day toward your goal. At the end of the week, seven small steps equals one great big healthy goal, and a healthier YOU!

My Week of Small Steps I will plan to take seven small steps to reach my food or activity goal by the end of the week. I will take one small step a day until I reach my goal!

Monday: Small Step #1

On Monday, I will do: _____

☐ What I did on Monday: _____

Tuesday: Small Step #2

On Tuesday, I will do: _____

☐ What I did on Tuesday: _____

Wednesday: Small Step #3

On Wednesday, I will do: _____

☐ What I did on Wednesday: _____

Thursday: Small Step #4

On Thursday, I will do: _____

☐ What I did on Thursday: _____

Friday: Small Step #5

On Friday, I will do: _____

☐ What I did on Friday: _____

Saturday: Small Step #6

On Saturday, I will do: _____

☐ What I did on Saturday: _____

Sunday: Small Step #7

On Sunday, I will do: _____

☐ What I did on Sunday: _____

What is my goal for the week?

- ☐ Will I aim to feel less tired after my soccer game?
- ☐ Will I aim to do a better job on my book report?
- ☐ Will I aim to eat two kinds of vegetables at every meal?

On Friday, I have reached this goal:



Food Fact: Carrots have Vitamin A. Vitamin A can help keep your eyes healthy—and help them adjust to dim light. And healthy eyes could come in handy for your next game of hide-and-seek!



NATIONAL STANDARDS MATRIX

Language Arts	Lessons	Health	Lessons
<p><i>NCTE and IRA—Standards for English Language Arts</i></p> <p>Standard 3: Evaluation Strategies</p> <p>Standard 5: Communication Strategies</p> <p>Standard 7: Evaluating Data</p> <p>Standard 8: Developing Research Skills</p> <p>Standard 11: Participating in Society</p> <p>Standard 12: Applying Language Skills</p>	<p>1, 2, 3</p> <p>1, 2</p> <p>2, 4</p> <p>3</p> <p>4</p> <p>1, 2, 3, 4</p>	<p><i>AAHE—American Association for Health Education</i></p> <p>Standard 1: Health Promotion and Disease Prevention</p> <p>Standard 2: Ability to Access Health Information, Products, and Services</p> <p>Standard 3: Practice Health-Enhancing Behaviors and Reduce Health Risks</p> <p>Standard 5: Interpersonal Communication to Enhance Health</p> <p>Standard 6: Goal-Setting and Decision-Making Skills to Enhance Health</p> <p>Standard 7: Advocate Personal, Family, and Community Health</p> <p><i>McREL—Mid-continent Research for Education and Learning Levels I and II</i></p> <p>Standard 1: Knows the Ability and Effective Use of Health Services, Products, and Information</p> <p>Standard 3: Knows Relationships of Family Health to Personal Health</p> <p>Standard 5: Knows Concepts and Practices Concerning Injury Prevention and Safety</p> <p>Standard 6: Understands Concepts About Nutrition and Diet</p> <p>Standard 7: Knows How to Maintain and Promote Personal Health</p> <p>Standard 8: Knows the Concepts About the Prevention and Control of Disease</p> <p>Standard 10: Understands the Concepts of Growth and Development</p>	<p>2, 4</p> <p>2</p> <p>2, 3</p> <p>1, 2, 3, 4</p> <p>1, 2, 3, 4</p> <p>4</p> <p>2, 4</p> <p>2, 4</p> <p>3</p> <p>2, 3</p> <p>1, 2, 3, 4</p> <p>2</p> <p>2, 3</p>
Math	Lessons		
<p><i>NCTM—Principles and Standards for School Mathematics</i></p> <p>Algebra Standard: Understand Patterns, Relations, and Functions</p> <p>Algebra Standard: Analyze Change in Various Contexts</p> <p>Measurement Standard: Understand Measurable Attributes of Objects...</p> <p>Data Analysis and Probability Standard: Develop and Evaluate Inferences....</p> <p>Process Standard: Problem Solving</p> <p>Process Standard: Representation</p>	<p>4</p> <p>3</p> <p>3</p> <p>1, 2, 4</p> <p>1, 4</p> <p>3, 4</p>		
<p>SOURCES:</p> <p>NCTE and IRA: <i>Standards for English Language Arts:</i> www.ncte.org/about/over/standards/110846.htm</p> <p>National Council of Teachers of Mathematics: <i>Principles and Standards for School Mathematics:</i> www.standards.nctm.org/documents/appendix/numb.htm</p> <p>American Association for Health Education: <i>National Health Standards:</i> www.aahperd.org/aahe/template=natl_health_education_standards.html</p> <p>Mid-continent Research for Education and Learning: <i>Health Standards and Benchmarks (3rd Ed.):</i> www.mcrel.org/compendium/Standard.asp?SubjectID=17</p>			